**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 3rd** | | | **Date(s)**: |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How do readers use textual evidence to help answer questions?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Projector** * **Graphic organizer (hyperlink)** * **Scott Foresman (Ben Franklin p. 62)** * **Interactive Projector for Graphic Organizer (save for documentation)** * **Chart Paper** * **Detective Box- pictures of the following: hospital, reading glasses, books, a proverb, a quote from Ben Franklin, Declaration of Independence** | | | | * **text (textual) evidence** - facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science * **text features –** how expository text physically looks on the page * **locate –** to find | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * **Modeled** * **Shared** * Guided Practice * Independent | **Reading**  **Standards:**  **RL.3.10**. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently  **RI.3.10**. - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  **RL.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **I Can Statement(s):** I can use evidence from the text to answer questions.  **Instructional Plan:**   * Pre-Assessment-Teacher will read Ashlee Smith aloud. Students will read and answer questions. (see hyperlink) * Students will work with group members to explore items in a ‘Detective Box’. Items will represent evidence found in text about Ben Franklin. Students will make predictions about the topic of the text. * Read Ben Franklin’s Little Word’s to Live By (p. 62-63 Scott Foresman). Teacher will lead students to complete a graphic organizer on the projector with textual evidence to support a claim. Claim: Ben Franklin was a smart man. Textual Evidence: Wrote books, started a hospital, started a library, invented reading glasses, helped with ideas for Declaration of Independence, wrote proverbs.\*\*Teacher will cite the page number of the information in each bubble. * Anchor Chart: Teacher will lead students to identify the text features that give reader evidence to support claim (key words, sidebars, hyperlinks, maps, graphs, photographs, chapter, scene, illustration, story elements). Students will work together to write on sticky notes to explain how the information in text features help us answer questions. (see hyperlink) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * **Independent** | **Word Study**  **Standards:**  **RF.3.3**. - Know and apply grade-level phonics and word analysis skills in decoding words.  **RF.3.3c** - Decode multi-syllable words.  **RF.3.3d** - Read grade-appropriate irregularly spelled words.  **I Can Statement(s):** I can apply decoding to grade appropriate words.  **Instructional Plan:** Teacher will administer Words Their Way Spelling Inventory. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **I Can Statement(s):** I can share my point of view about character evidence with my peers.  **Instructional Plan:** See ‘Detective Box’ plan above. | | | | |
| **Closing/Summarizing Strategy** | Return to discussion about our ‘Detective Box’. How did the items from our box support the evidence we found in the text? How does it connect to our graphic organizer? | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
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| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*